



Yr5 French Progression of Skills and Knowledge



Phonics Reading and Writing	Pupil	Teacher
I can read aloud at a good pace with accurate pronunciation of most French phonics. I practise using those accurately in my writing.		
I know the “é” sound and to pronounce “é est foncé” and that it rhymes with “et/les/des/tes”.		
I am aware of all the spellings of the “un/in/im/ain/aim” sound.		
I know the “é” sound and to pronounce “é est foncé” and that it rhymes with “et/les/des/tes”.		
I know the “oin” grapheme.		
I can spell “œil” and “œuf” as well as revise the diptongue “œ” in sœur and cœur.		
Spelling for A1 see Loustics dictionnaire.		
Grammar	Pupil	Teacher
I am confident in using the gender of nouns and guessing them, knowing that there are rules and exceptions.		
I am confident using “le/la/les/l” and “un/une/des” as determiners in front of nouns and starting to use “de la/du/d’/des”.		
I know about the position of adjectives and how to agree them according to the gender and the number.		
I know how to conjugate “-er” regular French verbs in the present in the singular.		
I know how to conjugate irregular French verbs in the present in the singular like “avoir”/”être”/”aller”/”faire” in the singular.		
I can turn a positive sentence into a negative sentence with “ne... pas”.		
I can use conjunctions and there is logic in what I say.		
I know all singular and plural pronouns and their possessive pronouns in the singular “ma/mon/mes”.		

Vocabulary	Pupil	Teacher
I can greet, ask somebody how they are, how old they are, where they live, whether they have brothers and sisters, what there is in their town, whether they live in a flat or a house, ask what the date is and what time it is and start describing somebody else and the weather with a wide range of vocabulary.		
I can express my opinions and feelings using the verbs “aimer”, “adorer”, “apprécier”, “détester” in the affirmative and negative.		
I can describe a city, using “il y a” and “il n’y a pas de” with buildings and comment with “c’est” and “ce n’est pas” and the conjunction “mais”.		
I collect cognates or near cognates and use them.		
I know that the preposition in front of town is “à” and that prepositions change whether a country is feminine or masculine.		
I can write the date with accuracy and say when my birthday is as well as that of my friends and family.		
I can use prepositions in front of towns and countries.		
I can tell the time by the quarter of an hour and to the minute.		
I am more and more aware of homophones like “ou”/“où”, “mer”/“mère”, “fin/faim”.		
I can write a short letter from memory, including our magic sentences and class rule about myself and describing somebody else. “Salut/Bonjour, Je suis..., J’habite à Harrow, à Londres. J’ai six/sept ans et demi, je suis très adorable, très capable et fantastique ! J’aime/Je n’aime pas. Je regarde, j’écoute, je participe, je ne bavarde pas. C’est/Ce n’est pas, il y a/il n’y a pas de and can write about a wide variety of topics with the context studied (see curriculum map).		
Intercultural Understanding		
I know that French is spoken all around the world and celebrate the day of Francophonie.		
I can name French speaking countries around the world and say which continents they are on and know the rule about the preposition in front of feminine and masculine countries.		
I know about French food traditions like la bûche/la galette/les crêpes		
I know about the commemorations using poppies and cornflowers for Armistice and muguet for the first of May and discuss differences.		
I know about French Christmas and Easter traditions, especially the bells.		

I celebrate Mothers Day and Fathers Day and know that they can be on different dates than in the UK.		
I support younger learners in the French end of year celebration concert for Bastille Day by singing songs and reciting poems.		
Language Learning Strategies	Pupil	Teacher
I sing in French with panache on my own and recite French poetry.		
I read French books with confidence within the phonics learnt at a good pace.		
I initiate communication in French with French speakers during the lessons and I can speak in full sentences, expressing my opinions.		
I initiate communication in French with French speakers around the school and I can speak in full sentences, expressing my opinions.		
I refer back to my home language at every opportunity to celebrate multilingualism, make links and celebrate similarities and differences. I integrate some of my own language into creative writing like poetry.		